

STANDARD XI: SEOP PROCESS

DISTRICT POLICY:

Level 3 & 4: *A copy of local district SEOP policy has been provided.*

- See SEOP Policy.

STUDENT:

Level 3: *Multiple efforts have been made to include every student, and data has been collected on student participation.*

- Indicate the efforts made to include all students in the SEOP process.
- Indicate how the data has been collected on student participation in the SEOP.

Example:

The following efforts have been made to include every student in the SEOP process:

1. Forms have been given to each student asking for the best time to schedule the SEOP (morning, afternoon or evening) and appointments are scheduled accordingly.
2. Letters or post cards are mailed to each student's home indicating the time and date their SEOP is scheduled.
3. A list of students and their SEOP conference times are posted on the window outside the counseling office.
4. Counselors go into English classes to talk to students about their SEOP and make sure students know when their SEOP is scheduled.
5. Students are called out of class if they do not show up for their SEOP.
6. The schedule of SEOP conferences for each grade is posted on the Guidance Website.

Data has been collected on student participation through the following:

All students have an SEOP folder, which is signed by the student, parent and counselor as they come for their SEOP. The date the student had their SEOP is also included on their folder. The SEOP folder provides information on student and parent/guardian participation in the SEOP.

Level 4: *Multiple efforts have been made to include every student, and a measure of SEOP quality has been surveyed.*

- Indicate the efforts made to include all students in the SEOP process.
- Indicate how the quality of the SEOP was surveyed - see example of an ***SEOP Survey***. Students and parents could fill out this survey as they leave their SEOP interview. These questions could be included on the Needs Assessment.

Example:

The following efforts have been made to include every student in the SEOP process:

1. Forms have been given to each student asking for the best time to schedule the SEOP (morning, afternoon or evening) and appointments are scheduled accordingly.
2. Letters or post cards are mailed to each student's home indicating the time and date their SEOP is scheduled.
3. A list of students and their SEOP conference times are posted on the window outside the counseling office.
4. Counselors go into English classes to talk to students about their SEOP and make sure students know when their SEOP is scheduled.
5. Students are called out of class if they do not show up for their SEOP appointment.
6. The schedule of SEOP conferences for each grade is posted on the Guidance Website.

PARENT:

Level 3: *Multiple efforts have been made to include a parent or guardian for every student.*

- Indicate the efforts made to include a parent or guardian in the SEOP process.

Example:

The following efforts have been made to include a parent or guardian in the SEOP process:

1. Forms have been given to each student asking for the best time to schedule their SEOP (morning, afternoon or evening) which will best meet their parents schedule and appointments are scheduled accordingly.
2. Letters or post cards are mailed to each student's home indicating the time and date their SEOP is scheduled and parents are encouraged to attend.
3. Phone calls are made to the home of each student reminding students and parents of their SEOP appointment.
4. The schedule of SEOP conferences for each grade is posted on the Guidance Website.
5. An email is sent to all parents/guardians with the SEOP schedule.

Level 4: *Multiple efforts have been made to include a parent or guardian for every student, and a measure of SEOP quality has been surveyed.*

- Indicate the efforts made to include a parent or guardian in the SEOP process.
- Indicate how the quality of the SEOP was surveyed - see example of an ***SEOP Survey***. Students and parents could fill out this survey as they leave their SEOP conference. These questions could be included on the Needs Assessment.

Example:

The following efforts have been made to include a parent or guardian in the SEOP process:

1. Forms have been given to each student asking for the best time to schedule their SEOP, which will best meet their parents schedule (morning, afternoon or evenings) and appointments are scheduled accordingly.
2. Letters or post cards are mailed to each student's home indicating the time and date their SEOP is scheduled and parents are encouraged to attend.
3. Phone calls are made to the home of each student reminding students and parents of their SEOP appointment.
4. The schedule of SEOP conferences for each grade is posted on the Guidance Website.
5. An email is sent to all parents/guardians with the SEOP schedule.

Level 3 & 4: Parent signatures are on the SEOP form.

- See example of **SEOP folder**, which can be used to obtain students signatures each year.

COUNSELOR:

Level 3 & 4: The counselors have maintained leadership and responsibility for the SEOP process.

- Indicate who takes responsibility and leadership for the SEOP process.

Example:

Counselors set up the SEOP schedule for each grade level and the schedule is shown on the guidance calendar.

Counselors train and are a resource for those who help with the SEOP conferences. See ***Training for SEOP Conferences***.

Counselors meet with students in the SEOP conferences.

Counselors provide the information and objectives to be discussed in the SEOP conference.

Level 3: The counselors conduct at least one individual SEOP with every student during the student's enrollment at the school.

- The **SEOP folder** could be used to track this information. A check in the counselor box would indicate the student has met with a counselor. Make sure that box is checked at least once while the student was enrolled at the school.
- Counselors could meet with students at various grade levels, which would indicate all the students at that grade level have met with a counselor.

Examples:

Counselors meet with all 12th grade students in an SEOP conference. 10th and 11th grade students meet in an SEOP conference with those trained by counselors.

The SEOP folder indicates who each student met with in the SEOP conference, we make sure that the counselor box is checked at least once for each student in the 3 years that they are enrolled at our school.

Level 4: *The counselors conduct more than one individual SEOP with every student during the student's enrollment at the school.*

- The **SEOP folder** could be used to track this information. A check in the counselor box would indicate the student has met with a counselor. Make sure that box is checked at least twice while the student was enrolled at the school.
- Counselors could meet with students at various grade levels, which would indicate the all students at that grade level have meet with a counselor.

Examples:

Counselors meet with all 10th and 12th grade students in an SEOP conference. 11th grade students meet in an SEOP interview with those trained by counselors.

The SEOP folder indicates who each student met with in the SEOP conference, we make sure that the counselor box is checked at least twice for each student in the three years that they are enrolled at our school.

PARTICIPATION:

Level 3 & 4: *Number of students and parents participating in the SEOP.*

- A chart indicating the number of students who have had an SEOP and the number of parents that attended the SEOP with their student.

Example:

						<i><u>Student Percentage</u></i>
<u>2002-03</u>						
10 th Grade	Students	329	Parents	192	58% w/ parents	98%
11 th Grade	Students	353	Parents	244	69% w/ parents	93%
12 th Grade	Students	317	Parents	266	71% w/ parents	94%

Level 3 & 4: *Counselors provide thorough training and support for other educators who assist with SEOP conferences.*

- An outline of the training provided for other educators to assist with the SEOP conferences could be used. See example ***Training for SEOP Conferences.***

Level 3 & 4: *Documentation consistent with district requirements has been provided regarding student and parent participation.*

- Indicate district SEOP requirements and how student and parent participation has been documented.

Example:

District policy requires one SEOP at each grade level involving students, parents and school personnel.

The ***SEOP folder*** indicates an SEOP has been held for each student which shows signatures for the student, parent/guardian, and counselor and the date the SEOP was held.

PROCESS:

Level 3: *A written rationale connected to student needs has been established for individual and small group conferences.*

- Based upon the Needs Assessment indicate how the individual and small group SEOP has been connected to the needs of the students.

Example:

Our three most important student needs, as indicated through our Needs Assessment are:

Find out about post high school programs and career opportunities.

Learn about the school: its programs, classes, and graduation options.

Develop skills to explore and plan for success in careers.

Our individual SEOP includes: developing 4-year educational plans based upon the student's career goals; tracking graduation requirements, using assessments to provide interest and aptitude career information; provide information on post high school programs, and set goals. These objectives address the three top needs of students in our current Needs Assessment.

Our small group SEOPs are set up to help students in the areas of their most important needs based upon our current Needs Assessment: "Develop skills to explore and plan for

success in careers” and to “Find out about post high school programs and career opportunities.”

See example of a *12th Grade Small Group SEOP activity (Career Skills Workshop)*.

Level 4: *A written rationale connected to student and parent needs has been established for individual and small group conferences.*

- Based upon the Needs Assessment indicate how the individual and small group SEOP has been connected to the needs of the students and parents.

Example:

Our three most important student and parent needs, as indicated through our Needs Assessment are:

Find out about post high school programs and career opportunities.

Learn about the school: its programs, classes, and graduation options.

Develop skills to explore and plan for success in careers.

(Both students and parents indicated the above needs were top three most important needs).

Our individual SEOP includes: developing 4-year educational plans based upon the student’s career goals; tracking graduation requirements, using assessments to provide interest and aptitude career information; provide information on post high school programs, and set goals. These objectives address the three top needs of students and parents in our current Needs Assessment.

Our small group SEOPs are set up to address the areas of the student’s and parent’s most important needs based upon our current Needs Assessment: “Develop skills to explore and plan for success in careers” and to “Find out about post high school programs and career opportunities.”

See example of a *12th Grade Small Group SEOP* activity.

Level 3: *The SEOP process is consistent with local Board policy and provides sufficient time to make the conference meaningful.*

- Indicate the local board policy for the SEOP process and how much time is spent to provide a meaningful conference.

Example:

The board policy indicates the following should be included in an individual SEOP:

Recognize strengths and accomplishments.

Focus on education and career goals.

Make relevant use of assessment data.

Assess graduation requirements and progress towards post secondary goals.

Individual SEOP appointments are scheduled 30 minutes apart. Thirty minutes provides sufficient time to focus on the student's needs and guidance objectives in the above areas.

Level 4: *Counselors have established an SEOP schedule, which allows for a conference at every grade level and provides sufficient time to make the conference meaningful.*

- Indicate schedule for individual SEOP conferences at every grade level and how much time is spent to provide a meaningful conference.

Example:

Individual SEOP Schedule:

10th Grade March 10 – 18

11th Grade April 8 – 17

12th Grade October 16 - 25

Individual SEOP appointments are scheduled 30 minutes apart. Thirty minutes provides sufficient time to focus on the student's needs in the above areas.

Level 3: *Inservice has been provided to school personnel regarding the SEOP process.*

- See ***SEOP Training Level 3*** for training the faculty in the SEOP process and date the inservice was completed.

Level 4: *All school personnel understand their roles and contributions in the SEOP process.*

- See ***SEOP Training Level 4*** for training the faculty in the SEOP process and date the inservice was completed.

CONTENT:

Level 3: *The SEOP process and conferences include the following elements: (1) Objectives by grade level; (2) Assessments; (3) Advisement; Goal setting and planning processes; (4) Student directed.*

- See ***Objectives by Grade Level (Level 3)***. This form is given to students / parents as they come to the SEOP conference. They see the information that will be discussed with all students and then they are able to check the boxes with additional information they would like discussed in their SEOP conference. (Included in these objectives are assessments, advisement; goal setting and planning process and the process will also be student directed as they are able to discuss additional information that is relevant to them.)

Level 4: *The SEOP process and conferences include the following elements with some measures of effectiveness and connection to student achievement: (1) Objectives by grade level; (2) Assessments; (3) Advisement; Goal setting and planning processes; (4) Student directed; Summative process.*

- See ***Objectives by Grade Level (Level 4)***. This form is given to students / parents as they come to the SEOP conference. They see the information that will be discussed with all students and then they are able to check the boxes with additional information they would like discussed in their SEOP conference. (Included in these objectives are assessments, advisement; goal setting and planning process and the process will also be student directed as they are able to discuss additional information that is relevant to them.)
- Use the ***SEOP Survey*** to measure the effectiveness of the SEOP conference and connect the SEOP to student achievement through making plans to attain goals and reviewing the progress toward their goals.

DOCUMENT:

Level 3: *A written document exists that includes the student's: (1) Goals; (2) Next-step plans; (3) Four-year-plus plans; (4) Education and career goals; (5) Graduation requirements and progress; (6) Parent or guardian signature.*

- See an example of an ***SEOP Folder, Four-year Plan, and Graduation Requirement Form*** that document the above information

Level 4: *A written or electronic document exists that includes the student's: (1) Goals; (2) Next-step plans; (3) Four-year-plus plans; (4) Education and career goals; (5) Graduation requirements and progress; (6) Parent or guardian signature.*

- Electronic documentation of the student's goals, next-step plans, four year plans, education and career goals and graduation requirements and progress plus written documentation with the parent or guardian signatures. Show copies of the electronic information. .
- The ***Graduation Requirement Form*** is set up in Microsoft Excel with the formulas to electronically track graduation requirements for each student. For those who would like to track graduations requirements electronically and do not have any electronic tracking could use this form.

Level 3 & 4: *Counselors use written plans and assessment information from previous years and previous schools to improve the effectiveness of the SEOP conferences.*

- Four-year plans with career and educational goals are up-dated each year and assessments are cumulatively used to help students identify strengths, interests and aptitudes.
- Information from previous schools is entered or filed into the electronic or written SEOP to be used in the SEOP conference.

Describe how the program has addressed recommendations from the last review:

- See previous program review and indicate any recommendations in this area and how they have been addressed.

Describe new program goals:

Example:

Program Goals:

Provide quality individual SEOP interviews with all students in grades 10-12 even though growing student population makes it difficult to meet individually with all students.

Increase parent involvement in the SEOP conferences through scheduling evening appointments for parents/guardians who cannot attend during the day.

Improvement Plan Component:

Example:

Improvement Plan:

Technology – “Link technology effectively and efficiently to support educational and management goals.”

Use of the AS400 which provides an electronic SEOP to manage students records, such as test scores, transcripts, 4 year educational plans, career goals, post high school plans and counselor notes.